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**Iraqi EFL Learners' knowledge of Reduction and
Coordination (as a cohesion devices)**

A paper

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DEDICATION

To my great father

To my generous mother ...

To my supportive brothers and sister

I appreciate all the praise, the number of rain drops, the colors of cast, and the fragrance of fragrance, for your precious efforts and value, in achieving this research.

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Abstract

Reduced relative clauses refer to the shortening of a relative clause which modifies the subject of a sentence. Reduced relative clauses modify the subject and not the object of a sentence. A coordination joins two sentence elements, called conjuncts. In a coordinate structure like '*cats and dogs*' the conjunction coordinates the conjunct *cats* with the conjunct *dogs*. In many languages, conjunctions like *and* or *can* conjoin words or phrases of virtually every category, under the condition that the categories being conjoined are of the same sort. This paper contains five chapters. The first is an introduction while the second chapter contains a literature review. The third chapter is about the test while the fourth is about the analysis of the test. The last chapter is the conclusion of the study.

Chapter One

Introduction

1.1 Problem of the study

In English language coordination conjunction contains several structures. Those forms constitute a big problem for learners to acquire or master them. For example (I love Rendy and I hate Rendy).

This example is wrong because the student did not know that there is a contradiction situation between the first cause and the second clause. The correct conjunction is "but" .So , the error is misformation categorized. Reduced relative clauses refer to the shortening of a relative clause which modifies the subject of a sentence. Reduced relative clauses modify the subject and not the object of a sentence.

Much like adjectives, relative clauses, also known as adjective clauses, modify nouns.(The man who works at Costco lives in Seattle.)

This paper tries to answer the following questions :

- 1.What is meant by coordination and reduced ?
2. What are the types of coordination and reduced relative clauses?
- 3.What are the strategies of coordination and reduced relative clauses?
4. What are the difficulties faced by Iraqi EFL Learners regarding the use of coordination and reduced relative clauses?

1.2 Aims of the study

This study aims at :

1. Shedding light about the mean of coordination and reduced relative clauses .
2. Explain the types of coordination and reduced relative clauses.
3. Investigating difficulties faced by Iraqi EFL Learners regarding the use of coordination and reduced relative clauses.

1.3 Hypothesis of the study

1. There are many types of coordination and reduced used by Iraqi EFL Learners.
2. Iraqi learners EFL face difficulties in using coordination and reduced in English .
3. Learners are unable to produce coordination and reduced in correct way.
4. Iraqi EFL learners are better in recognition than in production level in regard to the use of coordination.

1.4 Procedure of The Study

1. Presenting a theoretical background knowledge about coordination ,its different strategies and reduced .
2. Testing students to show the difficulties they face regarding the ways of coordination and reduced is being produced by Iraqi EFL learners.
3. Analyses the performance of the students at the recognition and production level.

1.5 Limit of The Study

The study is limited covering coordination and reduced relative clauses to tests Iraqi students of fourth stage of Dep. Of English/ College of Education for Human Sciences/ University of Babylon during the academic year (2022-2021).

1.6 Value of the study

This study is expected to provide knowledge about the use of coordination and reduced relative clauses in English writing this knowledge could be benefited for the teacher of English to pinpoint the area of difficulty in this respect and also it could be a theoretical value to research workers because it pinpoint students erroneous recognition and production of use of coordination in English.

Chapter Two

Literature Review

2.1 The definition of Reductions

Reduced relative clauses refer to the shortening of a relative clause which modifies the subject of a sentence. Reduced relative clauses modify the subject and not the object of a sentence.

Much like adjectives, relative clauses, also known as adjective clauses, modify nouns.

*The man **who works at Costco** lives in Seattle.*

*I gave a book, **which was written by Hemingway**, to Mary last week.*

In above examples, "who works at Costco" modifies or provides information about the "man" who is the subject of the sentence. In the second sentence, "which was written by Hemingway" modifies the object "book." Using a reduced relative clause we can reduce the first sentence to:

*The man **working at Costco** lives in Seattle.*

The second example sentence cannot be reduced because the relative clause "which was written by Hemingway" modifies an object of the verb "give."

(Betty Schramper:2002:34)

2.2 Types of reduction

2.2.1 Reduce to an Adjective

A reduced adjective clause begins with either a present participle or a past participle. It's simple to know which one to use: if the reduced clause is made from an active verb, start the adjective clause with the present participle, but if it's made from a passive verb, begin the adjective clause with a past participle . (Walker :2000;45)

Examples:

The children who were happy played until nine in the evening.

Reduced: The happy children played until nine in the evening.

2.2.2 Reduce to a Prepositional Phrase

Prepositions, words that indicate relations between nouns, pronouns, and verbs (mostly small ones like for, in, of, on, to, and with but sometimes more substantial, as in the case of beneath or between), are often integral to a sentence, but writers can clutter sentences by being overly dependent on them. (Nettle et al :321)

For Example :

The box, which was on the table, was made in Italy.

Reduced: The box on the table was made in Italy.

The woman who was at the meeting spoke about business in Europe.

Reduced: The woman at the meeting spoke about business in Europe.

Here are strategies for minimizing the number of prepositions we use:

1. Eliminate Prepositions by Using Active Voice

Shifting from passive voice to active voice, as in the revision of “The watch was obviously designed by a master craftsman” to “A master craftsman had obviously designed the watch” takes a preposition out of action.

2. Substitute an Adverb for a Prepositional Phrase

In the writer’s toolbox, adverbs are stronger tools than prepositional phrases. Revision of the sentence “The politician responded to the allegations with vehemence” to “The politician responded vehemently to the allegations” strengthens the thought and deletes the weak preposition with.

2.2.3 Reduce to a Present Participle

If the relative pronoun is the subject of the relative clause, then the clause can be reduced to a present participle (verb + ing) phrase or past participle (verb + ed) phrase.

If the verb is in the active voice, it gets reduced to a present participle phrase.

Any active tense can be changed to a present participle phrase e.g. present simple, past simple, present continuous, present perfect etc.

To do this we delete the relative pronoun and any auxiliary verbs if there are any, and use the present participle of the main verb. If it is a negative sentence, then we use 'not' at the beginning of the participle phrase.

The people that exercised every day lost the most weight

The people exercising every day lost the most weight

The people that did not exercise every day lost the least weight

The people not exercising every day lost the most weight

(Raymond :1985; 23)

2.2.4 Reduce to a Past Participle Phrase

If the relative clause is in the passive voice and in a simple tense, then it can be reduced by deleting the relative pronoun and the verb 'to be', leaving you with the past participle

The silk, which is imported from Thailand, is worth a lot

The silk, imported from Thailand, is worth a lot

If it is in the passive voice but is a continuous tense verb (present or past), then you delete the connecting word and 'to be', leaving you with 'being + past participle'.

The building, which is being built by Kingston Developers, should be completed by May

The building, being built by Kingston Developers , should be completed by May

If the clause in the passive perfect tense (present or past), then 'have' or 'had' is replaced by 'having'. So we end up with 'having + been' to make the reduced relative clause.

The new Town Hall, which has been designed by TMC Architects Ltd, is expected to receive several awards

The new Town Hall, having been designed by TMC Architects Ltd, is expected to receive several awards

(Vince Michael and Paul Emmerson: 2003 :45)

2.3 Coordination

A coordination joins two sentence elements, called conjuncts. In a coordinate structure like '*cats and dogs*' the conjunction coordinates the conjunct *cats* with the conjunct *dogs*. In many languages, conjunctions like *and* or *can* conjoin words or phrases of virtually every category, under the condition that the categories being conjoined are of the same sort. (Walter, 2017:15).

It may appear as if coordination is a relatively simple phenomenon. However, coordination is notoriously difficult for linguistic theory to define.

Although a wide variety of structures can be conjoined, types of coordination are acceptable. One of the first generalizations regarding coordination is Ross's Coordinate Structure Constraint (1967).

This constraint states that coordination does not allow for asymmetrical constructions.

For example, the sentence

This is the man whom Kim likes and Sandy hates Pat,

is unacceptable, because only the first conjunct is relativized. The sentence:

This is the man whom Kim likes and Sandy hates

is acceptable, because both conjuncts are relativized.(Ibid)

English as a Foreign Language (EFL) learners need to practice write different sentence structures to improve their write skill. Learning how to combine clauses is a writing skill itself and can greatly improve EFL learners writing style. One way to combine sentences is to use coordinating conjunctions. (Pocheptsov, 1986:102).

A group of conjunctions can be used with a comma before them to make two simple sentences one compound sentence. Such conjunctions are called coordinating conjunctions. Coordinating conjunctions are small words, but help to create smooth text with a neat flow without broken up and ungrammatical sentences that might affect the intended meaning. They are devices used to establish a connection between two or more equally important ideas .

Thus, “The term coordinating is use because both complete ideas in the sentences are considered coordinate, or equally important, like a balanced set of weight, or an evenly balanced see-saw”.

2.4 Types of Coordination

Bauer (1983 : 16) states the following types of coordination :

1.*But*- It is generally used to show a contrast between two clauses.

Example:

*I like living in the city **but** my brother prefers living in the country.*

2.*Or*- Is use to suggest an option or alternative

Example:

*Don't tell John about his birthday party **or** you'll spoil the surprise*

3.*So*-This word is used to show the consequence or result of something

Example:

*I've just eaten dinner **so**, I'm not hungry.*

4.*And*- It is used when two similar clauses or points are made.

Example:

The taxi stopped at the train station and two men got out of it.

5.*For*- Is use to explain the 'why' (i.e. the reason) in a situation.

Example:

She needs to be home for her kids.

6.*Nor*- It is used about similar two items but in the negative sense. It is generally use after a neither(-neither, -nor)

Example:

She is neither tall nor fat.

7.*Yet*- Is used to show a contrast in spite of something.

Example:

She regrets having spoken to her friend like that, yet, she hasn't apologized. Bauer (1983 ; 17)

2.5 Functions of Coordinating Conjunctions

Coordination conjunction contains several structures. Those forms constitute have the following function :

so – for show the consequence of something

example

He was very hungry, so he ate all the cake.

but – for contrast

example

I eat cake, but I never eat biscuits; I don't like them.

for – for explain why [more formal and less common than because]

example

He's overweight, for he eats too many cakes and biscuits.

and – the same, similar or equal; without contrast

example

His favorite snacks are cakes and biscuits.

nor – for two non-contrasting grammatically negative items (not + not)

example

*He doesn't eat cake, **nor** does he eat biscuits.*

[He doesn't eat cake and he doesn't eat biscuits.]

or – before an alternative

example

*Would you like cake **or** biscuits with your coffee?*

yet – contrast, despite something [synonyms = nevertheless, but, still]

example

*He's overweight and feels terrible, **yet** he continues to eat lots of cakes and biscuits.*

(Lakoff ,2005:218)

Chapter Three

Testing and Date Collection

3.1 Introduction

In this chapter a general idea will be given about what a test is and what are the most important features of a good test. In addition to how a test is designed, what material it includes .

3.2 Definition of Test

According to Al-Juboury (1999:1).The test includes any means of checking what students can do and what they can't do with a language.

3.3 Features of A good Test

3.3.1 Validity

According to Al-Juboury (1999:84), validity is the degree to which a test measures what it is supposed to measure or can be used successfully for the intended purpose.

The valid test should have the following criteria:

3.3.1.1 Content Validity

It is the extent to which a test covers the syllabus to be tested. A valid test must be used upon careful analysis of the subject or skill we are testing. (Al-Juboury, 1999:25)

3.3.1.2 Face Validity

It is the way the test looks to the examinees, supervisors or in general to the people concerned with student's education. (Ibid: 26)

3.3.2 Reliability

It means the stability of the test scores. If the same test is given twice to the same group of students, under the same conditions, it would give the same results. (Ibid: 27)

3.3.3 Practicality

It is also known as usability. A test which is valid and reliable but difficult to administer or score or which is expensive, may fail to gain acceptance. (Ibid: 27)

3.4 Test Design and Material

The test is designed in such a way that it consists of two questions intended to measure the student's performance at the recognition and the production levels. In this chapter, the researcher analysis the results of the test after testing fourth year university students at the Department of English for the academic year 2022-2021. The test consist of two questions: question one consist of ten items which are designed to the students' performance at the recognition level.

While the second question also consist of ten items which are designed to measure the students' performance at the production level. The researcher collects the correct/ incorrect responses . the researcher , also provides the percentage of each correct/incorrect response but using the following formula: the number of the total correct / incorrect responses by mutilated by the total number of the students 20 students.

Chapter Four

Test Analysis

1- The Recognition Level

The results of question one is shown in the following table :

Table (1) The Performance of the Students at the Recognition Level.

(Question 1)

Items	No. of correct answer	Percentage	No. of incorrect answer	Percentage
1	17	85%	3	15%
2	10	50%	10	50%
3	14	70%	6	30%
4	19	95%	1	5%
5	13	65%	7	35%
6	10	50%	10	50%
7	11	55%	9	45%
8	13	65%	7	35%
9	15	75%	5	25%
10	11	55%	9	45%
Total	133	13%	67	7%

According to the results shown in the table (1) above. It is noticed that the number and the percentage of correct answers of Q1 are more than those of the incorrect .They are (133/67%) and (67/34%) respectively. In addition, they are going to be analyzed below:

Item (1): seventeen students (85%) answered correctly as they are able to identify the topic, while three students (15%) answered incorrectly because they are unable to recognize the use of the topic.

Item (2,6): have the same results .Ten students (50%) answered correctly , this means that half of the students have knowledge about the question while the other ten students (50%) answered incorrectly as are un familiar with the subject.

Item (3): fourteen students (70%) answered correctly while six students (30%) answered incorrectly which means that the majority of students found it easy to recognize the question as they are familiar with it.

Item(4): nineteen of the students (95%) answered correctly as they are able to notice the topic. While one students (5%) answered incorrectly ,which means that the learner is notable to notice the subject .

Item (5, 8): have the same results. Eleven students (65%) answered correctly and seven students (53%) answered incorrectly which means that more than half of the students have knowledge while the other students have less information.

Item (7, 10): have the same results .Eleven students (55%) answered correctly as they are able to notice the answer , while nine students (45%) answered incorrectly due to the effect of teaching.

Item (9): fifteen students (75%) answered correctly while five students (25%) answered incorrectly as they face difficulty in recognizing the Discourse markers because they don't have enough information about the topic.

2- The Production Level

The results of Question two is shown in table (2) below :

Table (2) The Performance of the Students of the Subject at the Production Level.

(Question 2)

Items	No. of correct answers	Percentage	No. of incorrect answers	Percentage
1	15	75%	5	25%
2	16	80%	4	20%
3	11	55%	9	45%
4	10	50%	10	50%
5	15	75%	5	25%
6	19	95%	1	5%
7	12	60%	8	40%
8	15	75%	5	25%
9	17	85%	3	15%
10	10	50%	10	50%
Total	140	70%	60	30%

Concerning Q2, the number and percentage of the correct answers are more than those of the incorrect ones. They are (140/70%) and (60/30%) respectively .It is analyzed below:

The items (1, 5, and 8): have the same results. Fifteen students (75%) answered correctly as they know the meaning of the given sentence, while five students (25%) answered incorrectly which means that the majority of the students committed errors in using this lexical item.

Item (2): sixteen students (80%) answered correctly while four students (20%) answered in correctly which means that the majority of the students are not familiar with this word.

Item (3): eleven students (55%) answered correctly while nine students (45%) answered in correctly which means that more than half of the students know the meaning of this sentence.

The items (4,and 10): have the same results .Ten students (50%) answered correctly while the other ten students (50%) answered incorrectly because they are unable to disambiguate the sentence as they have no knowledge about it .

Item (6): nineteen students (25%) answered correctly which means that the majority of students are able to disambiguate the sentence ,while one student (5%) answered incorrectly because he doesn't have knowledge about the meaning of the word .

Item (7): twelve students (60%) answered correctly, while eight students (40%) answered incorrectly which means that the majority of the students committed many errors in producing a sentence containing this word.

Item (9): seventeen students (85%) answered correctly as they have no difficulty in producing a sentence using this word as they know its meaning, while three students (15%) answered incorrectly because they have no knowledge about the meaning of this word.

Chapter Five

Conclusions

4.1 Theoretical conclusions

Coordination is one of the most important subjects in the English language: This paper is intended to discuss the syntactic and semantic feature of the coordination in language. Learners need to practice writing different sentence structures to improve their.

Coordinating conjunctions are small words, but help to create smooth text with a neat flow without broken up and ungrammatical sentences that might affect the intended meaning. They are devices used to establish a connection between two or more equally important ideas. A reduced relative clause is a relative clause that is *not* marked by an explicit relative pronoun or complementizer such as *who*, *which* or *that*. An example is the clause *I saw* in the English sentence "This is the man *I saw*." Unreduced forms of this relative clause would be "This is the man *that I saw*." or "...*whom I saw*."

4.2 Practical Conclusion

The results of Question one show that the percentage of the incorrect answers is higher than that of the correct one which means that the students don't have enough information about the coordination at the recognition level.

Question two, which measures the student's ability at the production level, shows that students committed errors which show that answered incorrectly due to the effect of teaching.

The results of the test reflect that most of the Iraqi EFL university students face difficulty in recognizing and producing the coordination because they do not have enough information about the topic.

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The Test

Q1/ Complete the sentence with suitable answer .

1.The weather today will be cool, _____ it will be rainy.

(or/ but/ and /so)

2.Ali plays the violin well, _____ the trumpet is his favorite instrument.

(so/ but/ yet/ for)

3.You may have soup, _____ you may have salad.

(or/ and / nor /yet)

4.Brianna did not set the table, _____ she dried the dishes later.

(or/ so /but/ nor)

5. Paris baked banana bread, _____ she gave some to her neighbor.

(so / for/ but / and)

6. Mom wanted a scrapbook of our trip, _____ she took many pictures.

(or/ so/ but/ yet)

7. You may join the activities in the backyard, _____ you may play in the barn.

(or/ but / nor/ yet)

8. We can go out for dinner now..... later

(or /and /yet /for)

9. John can't speak Japanese, he can speak Spanish.

(so / nor/ yet /but)

10. I was late, I decided to take a taxi to work.

(for /or /yet /so)

Q2/ Give examples about the following reducing and coordination

1. Write a sentence in which the reduce to a past participle phrase.
2. Write a sentence in which reduce to a present participle.
3. Write a sentence in which reduce to a prepositional phrase.
4. Write a sentence in which reduce to an adjective.
5. Write a sentence in which coordination (but).
6. Write a sentence in which coordination (and).
7. Write a sentence in which coordination (yet).
8. Write a sentence in which coordination (or).
9. Write a sentence in which coordination (so).
10. Write a sentence in which coordination (for).

Answer of The Test

Q1/

1. and

2. so

3. or

4. but

5. and

6. so

7. nor

8. and

9. but

10. so

Q2/

1. The building, which is being built by Kingston Developers, should be completed by May.

2. The people exercising every day lost the most weight

3. The box, which was on the table, was made in Italy.

4. The children who were happy played until nine in the evening.

5. I like living in the city but my brother prefers living in the [country](#)

6. The taxi stopped at the train station and two men got out of it.

7. She regrets having spoken to her friend like that, yet, she hasn't apologized

8. *Don't tell John about his birthday party or you'll spoil the surprise*

9. *I've just eaten dinner so, I'm not hungry.*

10. *She needs to be home for her kids.*

Jury Members:-

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